

AN INVESTIGATION TO DEVELOP A FIELD TRIP GUIDE FOR
ELEMENTARY SCHOOLS OF BARTON COUNTY, KANSAS

by

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INTRODUCTION

Field trips should be a part of each school's educational program. Not many schools in our state take advantage of this audio-visual aid. The author has taught in four public systems in Kansas and in all four, field trips have been discouraged. If used correctly, field trips are one of the best ways of educating our young people.

Definition of Field Trip

Dale defines a field trip as follows: A field trip is a planned visit to a point outside the regular classroom. The distinguishing, fact about a field trip is that students get their experiences in the field and not in the classroom. The field trip is a going-out process in which students observe the work-a-day world in operation. Field trips offer experiences rich with meaning. It is one thing for a student to hear or read about what goes on in a packing plant and quite a different thing for him to see it with his own eyes. We learn, then, that life is learned through living it. We learn that living is not something that can be neatly divided into school and life. We learn that unless school is life and life is school, we miss many opportunities for effective and permanent learning.¹

The school journey may be defined as an educational procedure in which pupils are conducted for educational purposes, to places where the subject matter of instruction may be studied first hand in its functional situation. In America this procedure is sometimes called a field trip or

¹Edgar Dale, Audio-Visual Methods in Teaching, Henry Holt and Co. Inc., 1959, p. 156.

a school excursion.²

The field trip is effective because it brings a group into contact with real situations in their natural settings.³

A field trip is a lesson in which the learners, with definite purposes in mind, go from their classroom or study base to an actual source of information, where they will observe closely and gather first hand facts regarding places, objects, or processes.⁴

W. M. Gregory evaluates school trips in these words:

Education has been too far removed from the basic experiences of modern life. Many schools are deficient in opportunities for sense perception, exploration and raw experiences. They need fewer words and more activities with things, situations, conditions and relations. Useful learning pupils require experiences with raw materials of life. A garden, a shop, a live animal collection, a trip to a farm, a mill, a store, a fire station, a post office, a park, a museum. All have a place in the modern school. Many of these raw materials and elementary experiences are so common to the adult that their importance to the child is apt to be overlooked.⁵

The author believes if the field trip is such a valuable aid, the trip should be used more by our school systems in educating our children. This was the reason for this study. Since the author teaches in Barton County, Kansas, it is hoped that this paper will be used by the teachers in Barton County and particularly in the author's own school system.

²Charles F. Hoban, Charles F. Hoban Jr., and Samuel B. Zismon, Visualizing the Curriculum, New York: The Gordon Co., 1937, p. 10.

³J. R. Kidd and Harry L. Strauss, Look, Listen, and Learn, New York: Association Press, 1948, p. 30.

⁴Foy A. J. Cross and Irene F. Cypher, Audio-Visual Education, New York: Thomas Y. Crowell Co., 1961, p. 226.

⁵Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction, New York: McGraw-Hill Book Co. Inc., 1940, p. 190.

STATEMENT OF THE PROBLEM

The purposes of this study were: (1) to establish a guide which teachers in Barton County, Kansas, can use when setting up and conducting a field trip in the county, and (2) to make this information available to the teachers in the hope that they will use it and thereby benefit the children in Barton County, Kansas.

PROCEDURES

Library Research

There were two methods used in collecting information. The first method used was library research. Information collected showed the value of field trips, how field trips should be conducted, the different forms needed to conduct the trip, the planning involved and the follow up on the field trip, the common faults which detract from a good field trip and how to correct these faults, and points which a good field trip should accomplish.

Personal Interview

The second method used was the personal interview. Phone books of the four cities in Barton County, Kansas: Claflin, Ellinwood, Hoisington, and Great Bend were obtained first. A canvass of the phone books was made and places listed which might have field trip possibilities. These establishments were then contacted by phone and personal interviews were set up to collect the necessary information. The interviews were short to save those being interviewed unnecessary waste of their valuable time. The following questions were asked: (1) person to contact if a school wants to

conduct a field trip, (2) a brief description of what the group should expect to see, (3) the time of the day when the company would like for the tours to take place, (4) the days during the week when groups could tour, (5) whether a guide is furnished for the tour, (6) how much advance notice the company must have, (7) the maximum and minimum number which can tour at one time, (8) the age group who can tour, and (9) approximate time the tour lasts. Before starting the interview the name of the company, its address and phone number were taken from the phone directory.

REVIEW OF RELATED LITERATURE

Types of School Trips

There are six types of school trips. First is the local school trip. This is the simplest type of school trip in which a group visits various points, parts, or sections of its own building and grounds. The second one is the community trip commonly referred to as the field trip. This is the trip to some near-by exhibit, farm, fishery, library, woods, railway station, wharf, or other objective outside the school. It is the most popular type of school trip. The third type is the tour. The tour or journey is a trip lasting several days, a month, or even an entire summer usually made to some more or less distant objective. The fourth type is the imaginary trip. This type of trip does not differ from the tour except that it is not actually made. All the details of a real tour are investigated, studied, and planned. The interschool visit is the fifth type of school trip. This consists of usually a visit to a school by a class or group for a half a day or maybe all day. The sixth type is the individual trip in which the

pupil takes a trip by himself.⁶

Field Trips as Aid to Instruction

Field trips are valuable aids to instruction. They are valuable because they benefit the child. Cross and Cypher list the following as values to be gained from a field trip:

1. Field trips help the learner to come in contact with his environment and thus gain a better understanding of it.
2. Serve as a preview to other lessons.
3. Make possible the gathering of many different kinds of instructional materials.
4. Provide an excellent groundwork upon which to correlate subject matter in several areas of study.
5. Tend to develop initiative and self-activity on the part of the learner.
6. Involve individual and group participation in problems arising from social situations.
7. Develop keenness and accuracy of observation and, many times, result in the joy of discovery.
8. Suggest activities which lead to other valuable experiences.
9. May serve to settle debated points or to clarify or verify conclusions.
10. Give information and facts not always to be secured through reading.
11. Train observation from a mere casual looking to a more purposeful seeing.
12. Show the possibilities to be achieved by paying return visits and thus help to create the occasions for the spending of leisure time more profitably.

⁶ Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction, New York: McGraw-Hill Book Co. Inc., 1940, pp. 180-210.

13. Help the learner to organize material about subjects.
14. Vocational guidance types of trips will often serve to arouse ambition and determine aims.
15. Carefully planned trips challenge interest because of their concreteness and provide opportunities for the discovery of particular studies.
16. Help to create good school-community relations by intervisitation of neighboring points.⁷

Value of Field Trips

Hoban, Hoban and Zisman have this to say about the value of a field trip.

By far the most effective visual aid available to classroom teachers is the school journey. By itself, the school journey is not really a visual aid, but a procedure by which objects and materials in their natural setting are made available to students for detailed study. Because it makes the real situation the learning situation, and because it takes the students to the functional reality, it is treated as a visual aid, although the things themselves, not the journey, are the real visual aids.⁸

Cross and Cypher have this to say about field trips:

The school journey as a method of visual instruction is introduced as the first of the visual techniques for three reasons: (1) because it brings the pupil into direct contact with a functional situation in which the elements being studied are perceived in their various relationship as they actually exist, (2) because it provides experience in all elements of concreteness--it is the most real and the most concrete of the visual techniques, and (3) because it is the most accessible and often the least expensive of the techniques of visual instruction: the school journey literally awaits in the backyard of every teacher and pupil.⁹

⁷Foy A. J. Cross and Irene F. Cypher, Audio-Visual Education, New York: Thomas Y. Crowell Co., 1961, p. 228.

⁸Charles F. Hoban, Charles F. Hoban Jr., and Samuel B. Zisman, Visualizing the Curriculum, New York: The Cordon Co., 1937, p. 10.

⁹Foy A. J. Cross and Irene F. Cypher, Audio-Visual Education, New York: Thomas Y. Crowell Company, 1961, p. 29.

"Experience is the best teacher," says the proverb and field trips prove the truth of that statement. City children may learn something about life on the farm by reading about it. But only on a visit to a farm can they get the impression of the velvet of a horse's nose, the warm sandpaper of a calf's tongue, the springy curl of a sheep's coat, the horse's soft nicker, the donkey's rusty bray, the nose-tickling scent of hay.¹⁰

Hume has this to say about field trips.

In these days when schools are fighting strenuously to solicit additional support from the community, many benefits can come from a well-planned field trip. The major purpose is to provide new opportunities for a variety of learnings for the boys and girls. But not to be overlooked is the good impression that you make upon the industry visited. The nice part of this is that the same preparation which assures the first goal will also make the second a reality.¹¹

Curtis tested some of the values which were claimed for field trips. The values tested were: (1) they provide for acquisition of accurate first hand information, (2) they promote more intelligent citizenship, (3) they provide for social training, (4) they broaden and enrich experiences, (5) they develop a love of travel, (6) they create interest, and (7) they form a connecting link between school and community. Curtis drew the following conclusions: (1) Numbers 1, 2, and 4 above are accepted as valid, and that the excursions in this study contributed to understanding when employed as a summary technique, (2) too much should not be expected of the excursions

¹⁰ Esther L. Berg and Florence B. Freedman, Classroom Teacher's Guide to Audio-Visual Material, Philadelphia: Chilton Co., 1961, p. 38.

¹¹ Marian Hume, "The Field Trip Has Many Benefits," Instructor (April 1957), p. 92.

per se, and (3) the writer recommended that the excursion be used as a major instrument of instruction in cases where illustration of subject matter is readily accessible in the community, and especially in cases where the concrete experiences of the pupils have been limited.¹²

Guide to Community Resources

If teachers are to become aware of the valuable teaching resources available to them they should develop a guide or index to community resources. A catalog or guide could be made on four inches by six inches cards and indexed according to subject or topic. The information on each card should contain:

1. The place to be visited.
2. A description of what is to be seen on the field trip.
3. The location of the place.
4. The person to contact to set up the visit.
5. Limit of persons who can take the trip.
6. Time required for the trip.
7. The time students can visit.
8. Age group or class that would benefit most.

This guide should be kept in a central location where all teachers can use it.

¹²Dwight K. Curtis, "The Contribution of the Excursion to Understanding," Journal of Educational Research (Nov. 1944), pp. 201-212.

Planning, Conducting, and Evaluating Field Trips

Planning, promoting, conducting, and evaluating a field trip is most important. Below are listed some suggestions to follow.

1. Lead the school and community to recognize and appreciate the educational values of the school trip. It goes without saying that the success of school trips depends basically on the teachers, not only because they will have to do the necessary planning, conducting, and utilizing but also because every one of them will be affected directly or indirectly by these trips and therefore will have to take attitudes toward them. The children will have to be enlightened concerning the general ideals, purposes, and practice of the school trip so that they will take proper attitudes toward the policy and carry support and accurate information to their parents. A third group which must be suitably educated is the community itself, because a trip concerns its children, its settings, its employees, and its educational expenditures.

2. Begin with short and simple trips. If teachers have had only limited experience with these events it is reasonable that they should promote only shorter, smaller, and simpler trips in the beginning. This policy will not only give them plenty of opportunity in which to master the details involved, but it will also guarantee that any failures will be relatively insignificant.

3. Make a survey of the local trip possibilities. It is logical that a class should initiate its program of trips by arranging for visits to objectives in the immediate community. Suggestions of objectives may be obtained from the pupils, teachers, and parents. Such trips are not only vital because they concern things close to the pupils, but they are also

inexpensive in time and money, and are relatively easy to arrange and handle.

4. Establish and maintain cordial relations with those in charge of the objectives. The trip idea is probably newer to the proprietors and officials than it is to the teachers and pupils. If these trips are being initiated it is logical that the first steps in the development of friendly relations should be made by the head of the schools. The best way to build this foundation is through a personal interview.

5. Plan all details of the trip carefully and completely. Items which should be included in the pre-arrangements for the trip are: (1) cooperative planning including pupils and teachers establishing aims and objectives of such a trip, (2) permission from principal and school officials, (3) parents' or guardians' permission, (4) chaperones or adult leaders in a ratio of one to ten children, (5) transportation, (6) pre-arranged rest stops at picnic areas or restaurants and time involved, (7) program confirmed by those in charge at destination such as obtaining tickets ahead of time, (8) discussion of conduct. Children and teacher set up criteria for courteous behavior and respect for property, (9) safety, traffic rules and method of leaving bus and returning established. Buddy system set up, and (10) final instructions dittoed and distributed to children.

6. Make appropriate class or group preparation for the trip. Because nearly all trips are made in connection with some class exercise, material, or project, they should develop naturally out of the class setting. Stimulate the pupil to think about the trip in terms of its importance, purposes, practices, and personnel. The pupil attempts to visualize it and so builds an atmosphere of anticipation.

7. Supervise the trip most carefully. The trip should be supervised most carefully in order to protect both the pupil and the school. The group represents the school before the world and the school is judged by the children's behavior. These undesirable possibilities can be prevented only by a proper education of the students before the trip, and a close supervision of them during it. Requiring a signed permission from the parent is another method of insuring protection.

8. Correlate and integrate the trip with class activities. Trips should grow directly out of school subject which can be closely related to and definitely coordinated with them.

9. Make and file a fair evaluation of each trip. Such an evaluation is difficult because many of these evidences are not immediately visible. It must be made fairly, and not solely on the basis of the pupils' interest, or even on the teacher's for that matter. The evaluation should be made on a printed or mimeographed form which when completed may be filed for future reference. Certain questions such as the following are pertinent:

1. Was the time sufficient for the trip? If too long, how much?
2. Was the group of about the proper size? If too large, how much?
3. Was the transportation, or the route taken, satisfactory?
4. Was the individual or group expense about right?
5. Did the group see what it went to see: If not, specify.
6. Did the group see enough so that what it saw was worth while?
7. In general, was the group interested and attentive?
8. Were any pupils disappointed with the trip? Specify.
9. Were there any avoidable delays or waste of time? Specify.
10. Was the guide satisfactory? If not, specify his weakness.

11. Was the general conduct of the group satisfactory?
12. Was the trip correlated satisfactory later? Specify.
13. What were the most satisfactory things about the trip?
14. What were the most unsatisfactory things about the trip?
15. If you were repeating the trip what changes would you make?

Legal Problems Concerned with Field Trips

Few teachers and even administrators have adequate knowledge of the legal problems involved in field trips. In order to take as many precautions as possible use the following points:

1. Each administrator should call to the attention of his teachers the physical dangers involved in field trips. Working with them, they should develop a policy which guarantees that adequate planning will precede each field trip.

2. Each administrator should definitely locate the responsibility for seeing that such a policy is adhered to by all teachers.

3. A teacher should carefully plan each field trip ahead of time.

4. If a trip involves, or is likely to involve, contact with any dangerous machinery or equipment, the teacher should make a personal pre-visit in order to see the nature of the dangers.

5. In planning the trip it should be decided how pupils can be adequately supervised by each adult.

6. In planning the trip give consideration as to whether pupils will be licensees or invitees. If you have a choice take the pupils where they will be considered invitees.

7. In order to avoid any difficulty it would be well to discuss with

the management of the plant to be visited the question of the plant's liability in case of injury to a pupil.

8. Teachers should require parent approval for each pupil before permitting him to make the proposed trip. This gives the teacher actually, no legal protection, but it does make for better public relations and in case of injury, may prevent severe criticism of the school.

9. In absence of any policy regarding field trips, a wise teacher will obtain the administrator's approval before making the trip.

10. If a teacher desires maximum security, he will take out a personal liability policy.¹³

In general, school districts are not liable for injuries to students. The only possible exceptions are in the states of New York, California, and Washington. Teacher sponsors of field trips can be held liable for any injury to students where negligence can be proved. Negligence is usually hard to prove where teachers are concerned.¹⁴

Difficulties of Field Trips

There are many difficulties which teachers experience on field trips. Some of these difficulties are failure to make preparation, unclear purposes, poor planning of the details of the trip, failure to maintain discipline, problem of accidents, covering too much ground, inadequate planning for food and rest period, failure to see the journey to the destination as

¹³Lee O. Garber, "Field Trips and Excursions," Nation's Schools, (Sept. 1955) pp. 83-84.

¹⁴Leonard A. Szudy, "Legal Implications in School Field Trips," Clearing House (April 1957), p. 480.

educational, being too school-teacherish on the trip, inadequate follow-through, no check up on what had been learned, and failure to keep records of the trip.

Disadvantages of Field Trips

Goff lists the following disadvantages of field trips.

1. The school program is disrupted.
2. Possibilities of accidents on streets, highways, or in the establishments being visited.
3. A relatively small proportion of the visiting group gets the full significance of the activity.
4. Transportation is an expense.
5. Many establishments are not equipped to handle large groups.
6. Many establishments propagandize rather than educate.
7. The trips cannot always be arranged at the psychological time during a teaching unit.
8. Time is a supreme consideration and it often happens that the total experiential profit gained from trips may not justify the time spent in acquiring it.¹⁵

The difficulties and disadvantages of field trips are minor ones when one looks at the overall picture. Most of these difficulties and disadvantages disappear if careful planning by the teacher precedes the trip. Careful planning almost always assures a successful trip. Think of the benefits which the pupils receive from a carefully planned trip. These

¹⁵ Arthur Goff, "Movies Versus Field Trips," Education Digest (Oct. 1942), p. 49-51.

trips can acquaint the children with the neighborhood and an understanding of the activities of the people. Trips can give students a knowledge of nature, how to care for animals, and farm life. Trips help pupils understand the natural geographic features and resources of the community. Trips help pupils understand and appreciate business and industry, transportation and communication facilities, food and clothing supply, and public services and utilities necessary for modern living. Trips can give pupils an appreciation of the historical and cultural aspects of the community. Trips can teach pupils about agriculture, forestry, conservation, natural resources, government, ways of living in a democracy, and cultural interests.

A good well-planned field trip should result in the pupils gaining knowledge. These trips should grow out of the classroom and should be what the children are studying about. All the children should be able to see and hear satisfactorily during the trip. There should be time allowed after the trip for questions. The teacher should be able to tell whether the trip was successful or not when the pupils engage in the follow-up activities. If the pupils have gained knowledge the teacher can draw this knowledge from them in the discussion or through various other means.

Parent's Permission Form

Listed below are two forms, A and B. Form A is a good form to inform parents about a field trip and to obtain the parent's permission for their child to go on the trip. Form B should be filled out by the teachers and filed for future reference.

FORM A
PARENT'S PERMIT

Dear Parents:

We are planning to take grade _____ of _____ school to

We plan to go by _____.

At _____ (P.M.-A.M.) on _____ date

Adequate preparation has been made for a well planned trip.

The cost of the trip will be _____.

If you desire your child to go, please sign the attached permit. The school must have this before your child can go.

Principal

- - - - -

PARENT'S PERMIT

Date _____

Child's name _____

To Whom It May Concern:

This is to certify that my (son, daughter) has my permission to go on an excursion with the _____

class of _____ School on _____ date

Signature of Parents

Field Trip Report Form

FORM B

Field Trip Report

Teacher(s) _____

Grade(s) _____

Date of trip _____

Place visited _____ Address _____

Purpose _____

Describe briefly what you saw _____

Would you recommend it to others on your grade level _____

Any other grade levels _____ If so, what _____

Who should be contacted about a trip to this place?

Name _____ Address _____ Phone _____

How long did the entire trip take? _____

What suggestions would you give others who make this trip?

Please rate the trip:

_____ Excellent _____ Good _____ Fair _____ Poor

Signed _____

BARTON COUNTY'S INDUSTRIAL TOUR GUIDE

A. J. Hunt Pipe Coating Company

East on Highway 56, Ellinwood, Kansas. Phone Jo-42560. Contact Mr. W. W. Hunt or Harry L. Cooper or Clyde Cooper. This concern applies a plastic coating to pipe so as to withstand salt water and rusting. Best time for a tour is at 1:00 p.m. on Mondays through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 25--no minimum. Visitors should be at least 7th or 8th graders. Tour lasts one hour.

American State Bank

1321 Main, Great Bend, Kansas. Phone Gl-38443. Contact Mr. Delbert Williams. Shows the complete banking processes. Best time to tour is at 9:00 a.m. on Monday through Friday. A guide will be furnished. Need two days advance notice. Can handle a maximum of 20--no minimum. Visitors should be at least 5th graders. Tour lasts about 30 minutes.

Barton County Flour Mill

1600 Kansas Avenue, Great Bend, Kansas. Phone Gl-35465. Contact Mr. Arthur Adams. Shows the milling of flour and feeds. Best time to tour is between 9:00 a.m. and 3:00 p.m. The day to tour will be set by the firm. A guide will be furnished. Need at least two days notice. Can handle a maximum of 20. Group must be at least 7th or 8th graders. Tour lasts 30 minutes.

Buehler's Custom Butcher

Claflin, Kansas. Phone Ju-73465. Contact Mr. Frank Buehler.

This concern does custom butchering and processes meat. Best time for tour is at 9:00 a.m. on Thursdays only. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 20--no minimum. The age group best suited is 4th grade through 8th grade. Tour lasts one hour.

Central Kansas Cheese Company

816 N. Pine, Hoisington, Kansas. Phone 207. Contact Mr. Bernard Lake. Manufactures cheddar cheese. Best time for tours are 9:00 a.m. through 11:00 a.m. on Mondays through Fridays. A guide will be furnished. Needs one day advance notice. Can handle any number but they will be split in groups of ten. The age group best suited is the 5th through 8th grade. Tour lasts 20 minutes.

Claflin Clarion

Claflin, Kansas. Phone Ju-73744. Contact Mr. Wayne Huff. Shows the printing of a newspaper, printing of handbills and other printing. Best time for tour is 10:00 a.m. to 12:00 a.m. or 1:00 p.m. to 3:00 p.m. on Thursdays. A guide will be furnished. Needs one day advance notice. Can handle a maximum of 20--no minimum. The age group best suited is 4th through 8th grade. Tour lasts 30 minutes.

Claflin Mill

Claflin, Kansas. Phone Ju-73341. Contact Mr. Albert Miller. Shows the milling of flour and feeds. Best time for tours is 9:00 a.m.

to 11:00 a.m. or 1:00 p.m. to 4:00 p.m. on Monday through Friday. A guide will be furnished. Needs three days advance notice. Group will be split into groups of eight. Tour best suited for 7th and 8th grades up. The tour lasts 15 to 20 minutes.

DuBois and Stone Sand Company

South Washington, Great Bend, Kansas. Phone G1-37863. Contact Mr. Nelson Stone. Shows the pumping and grading of sand. Time best suited for the tour is between 9:00 a.m. and 11:00 a.m. Mondays through Fridays. A guide will be furnished. Needs one day advance notice. No maximum or minimum. The age group best suited is 5th through 8th grade. Tour lasts one hour.

Ellinwood Leader

North Main, Ellinwood, Kansas. Phone Jo-43116. Contact Mr. H. Martin Glenn. Shows the printing and publishing of weekly newspaper. Best time for tours is between 9:00 a.m. and 3:00 p.m. on Thursdays and Fridays. A guide will be furnished. Needs one day advance notice. Can handle a maximum of 20. The age group best suited is the 4th through 8th grades. Tour lasts 20 to 30 minutes.

Ellinwood Packing Plant

West Santa Fe, Ellinwood, Kansas. Phone Jo-43155. Contact Mr. Ben Brungardt. Shows the slaughtering and processing of meat. Best time for tour is 9:00 a.m. on Mondays through Fridays. A guide will be furnished. Needs one day advance notice. Can handle a maximum of 20 to 25. The age

group best suited is 4th through 8th grade. Tour lasts 30 minutes.

Ellinwood Telephone Company

116 East Second, Ellinwood, Kansas. Phone Jo-42112. Contact Mr. R. B. Arbuthust. Shows the use of phone and how calls are handled. Best time for tour is 1:00 p.m. on Tuesdays through Fridays. A guide will be furnished. Needs advance notice of two days. Can handle a maximum of 20 to 25. Age group best suited is the 6th through 8th grade. Tours lasts one hour.

Farmers and Merchants State Bank

Claflin, Kansas. Phone Ju-73321. Contact Mr. Lawrence Simmons. Shows a complete banking process. Best time for tour is 9:00 a.m. to 10:00 a.m. on Monday through Thursday. A guide will be furnished. Need three to four days advance notice. No maximum or minimum. The age group best suited is 7th and 8th grades. Tour lasts 30 minutes to one hour.

First National Bank

1222 Kansas Avenue, Great Bend, Kansas. Phone G1-33411. Contact Mr. Adrian McNutt or Earnest Harms. Shows the complete banking process. Best time for tour is 10:00 a.m. to 11:30 a.m. on Tuesdays through Friday. A guide will be furnished. Needs three days advance notice. No maximum or minimum. The age best suited is the 5th through 8th grades. Tour lasts one hour.

First National Bank

173 South Main, Hoisington, Kansas. Phone 1. Contact Mr. Galyn F. Crossley. Shows the complete banking process. Best time for tour is 9:00 a.m. to 10:00 a.m. on Tuesdays through Friday. A guide will be furnished. Needs three days advance notice. Group will be split into groups of 10. Age group best suited is 7th and 8th graders. Tour lasts 30 minutes.

Great Bend Feeding Company

Two miles north and one mile west of highway 96. Address is R.F.D. 4, Great Bend, Kansas. Phone G1-35581. Contact Mr. Roger Murphy. Feeding out cattle for market. Best time for tour is 10:30 a.m. to 11:30 a.m. on Tuesdays through Friday. A guide will be furnished. Needs four days advance notice. Can handle a maximum of 30. The age group best suited is the 7th and 8th grades. Tour lasts one hour.

Great Bend Poultry Company

515 Stone, Great Bend, Kansas. Phone G1-34375. Contact the Company. Shows the hatching and care of baby chicks. Best time to tour is 9:00 a.m. to 11:00 a.m. or 1:00 p.m. to 3:00 p.m. on Tuesdays and Fridays. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 30. The age group best suited is kindergarten through 8th grades. Tour lasts 30 minutes.

Great Bend Tribune

2012 Forest, Great Bend, Kansas. Phone G1-33521. Contact Mr. Bob Fairbanks. Shows the processes involved in putting out a daily newspaper. Best time to tour is between 2:00 p.m. and 4:00 p.m. on Monday through Friday. A guide will be furnished. Can handle 12 to 15 maximum. Age group best suited for is 3rd through 8th grade. Tour lasts 20 minutes.

Hoisington Dispatch

104 North Main, Hoisington, Kansas. Phone 54. Contact Mr. Bob Bolitho. Printing of weekly newspaper. Best time to tour is 9:00 a.m. to 3:00 p.m. on Thursdays and Fridays. If you wish to see the press operate it runs on Wednesday at 3:00 p.m. A guide will be furnished. Need two days advance notice. Can handle a maximum of 25. The age group best suited is 3rd through 8th grade. Tour lasts one hour.

Hoisington National Bank

Second and Main, Hoisington, Kansas. Phone 313. Contact Mrs. Pauline Skolanth or Margaret Classen. Shows a complete banking process. Best time to tour is 11:00 a.m. on Tuesday through Friday. A guide will be furnished. Need one day advance notice. Group will be split into groups of 10 each. The age group best suited is 7th and 8th grades. Tour lasts 15 to 30 minutes.

Kansas Brick and Tile Company

South on Highway 291, Hoisington, Kansas. Phone 1257. Contact Mr. Ray Smith. Manufactures brick and tile. Best time for tour is 10:00 a.m.

to 11:30 a.m. on Monday through Friday. A guide will be furnished. Need two days advance notice. Can handle a maximum of 25 to 30. The age group best suited is 4th through 8th grade. Tour lasts 40 to 50 minutes.

Light and Water Plant

201 West First, Ellinwood, Kansas. Phone Jo-43118. Contact Mr. Andy Ridedel. Production of electricity and water. Best time to tour is 9:00 a.m. to 11:00 a.m. on Tuesday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 12 to 15. Age group best suited is 2nd through 8th grade. Tour lasts 30 to 45 minutes.

Light and Water Plant

164 South Elm, Hoisington, Kansas. Phone 675. Contact Mr. Harold Tarlton. Production of electricity and water. Best time for tour is between 9:00 a.m. and 3:00 p.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 20. The age group best suited is 1st through 8th grade. Tour lasts 15 to 30 minutes.

Marlette Coach Company

Municipal Airport, Great Bend, Kansas. Phone Gl-38491. Contact the Chamber of Commerce at Great Bend. Manufactures trailer homes. Best time to tour is between 9:00 a.m. to 2:30 p.m. on Fridays only. A guide will be furnished. Needs one week advance notice. No maximum or minimum. Students under 12 must be accompanied with an adult for every five students. Tour lasts 40 minutes.

McCurdy Lockers

515 Stone, Great Bend, Kansas. Phone Gl-34375. Contact Mr. Jim McCurdy. Meat packing and cutting. Best time to tour is 9:00 a.m. to 11:30 a.m. on Monday through Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 30. The age group best suited for is 7th and 8th grades. Tour lasts 30 minutes.

Peoples State Bank

North Main, Ellinwood, Kansas. Phone Jo-42010. Contact Mr. Walter L. Roth. Shows the operating of a bank. Best time to tour is 8:30 a.m. to 10:00 a.m. on Tuesdays through Friday. A guide will be furnished. Need two days advance notice. Can handle a maximum of 20 to 25. The age group best suited for is the 5th through 8th grade. Tour lasts one hour.

R.E.A. Electric Plant

1005 Patton Road, Great Bend, Kansas. Phone Gl-34301. Contact Mr. Murlen Cole. Shows how electricity is generated. Time best suited for tour is 9:00 a.m. through 4:00 p.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle 30 which will be split into groups of ten each. The age group best suited for is 1st through 8th grade. Tour lasts 30 minutes to an hour.

Security State Bank

1623 Main, Great Bend, Kansas. Phone Gl-33538. Contact Mr. Dale Oliver. Shows complete banking process. Best time to tour is 9:00 a.m. to 10:00 a.m. on Tuesday through Friday. A guide will be furnished. Needs

one week advance notice. Can handle a maximum of 15 to 20. The age group best suited for is 5th through 8th grade. Tour lasts 45 minutes to one hour.

Sfeld Company

1125 281 By-Pass, Great Bend, Kansas. Phone G1-35479. Contact Mr. R. P. Dickerson. Manufactures reinforced fiberglass parts and lamps. Best time for tour is between 2:00 p.m. and 4:00 p.m. on Fridays only. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 50. Age group best suited for is 1st through 8th grades. Tour lasts 30 to 45 minutes.

Southwestern Bell Company

1300 Stone, Great Bend, Kansas. Phone G1-35491. Contact the address shown above. Shows the operation of a telephone company. Best time for a tour is 8:00 a.m. through 5:00 p.m. on Monday through Friday. A guide will be furnished. Needs one day advance notice. Can handle a maximum of 25. The age group best suited for is 5th through 8th grade. Tour lasts 30 minutes.

Tinkel Sand Company

One mile south and one-quarter mile east of Ellinwood, Kansas. Phone Jo-43166. Contact Mr. Tony Tinkel. Shows the pumping and grading of sand. Best time to tour is 9:00 a.m. to 11:30 a.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 20. Age group best suited for is 7th and 8th grades. Tour lasts two hours.

Walnut Hill Feed Yards

R. F. D. 1, Great Bend, Kansas. One mile north Washington Street and one-half mile east. Phone G1-34782. Contact Mr. Tom or John Taylor. Fattening cattle for market. Best time for tour is between 10:00 a.m. to 12:00 a.m. or 1:00 p.m. to 4:00 p.m. on Monday through Friday. A guide will be furnished. Need two days advance notice. No maximum or minimum. The age group best suited for is 4th through 8th grades. Tour lasts 30 to 45 minutes.

WesCraft Industries Inc.

623 Madison, Great Bend, Kansas. Phone G1-32031. Contact the Chamber of Commerce, Great Bend, Kansas. Manufactures fiberglass boats. Best time for a tour is 9:00 a.m. to 5:00 p.m. on Monday through Friday. A guide will be furnished. Need one week advance notice. Can handle a maximum of 60. The age group best suited for is 5th through 8th grade. Tour lasts 30 minutes.

BARTON COUNTY'S EDUCATIONAL TOUR GUIDE

Central Airlines

Municipal Airport, Great Bend, Kansas. Phone G1-34776. Contact Mr. Lawrence Weeks. Shows the operations of a commercial airline. Best time for tour is 11:30 a.m. to 12:00 a.m. if you wish to see a plane land on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 20. The age group best suited for is 5th through 8th grade. Tour lasts 30 minutes.

Cheyenne Bottoms

This is a lowland area which is flooded by water from the Arkansas River. It has excellent fishing and hunting. It has one part which is a wildlife refuge for ducks. A tour can be made by car through this area anytime. There are no guides available. Cheyenne Bottoms is located straight south of Red Wing, Kansas on Highway 4.

Municipal Building

First and Walnut, Hoisington, Kansas. Phone 425 or 426. Contact Mr. Harold Tarlton. Tour city library, city offices, and fire station. Best time for tour is 9:00 a.m. to 12:00 a.m. or 1:00 p.m. to 3:00 p.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. There is no maximum or minimum. The age group best suited for the tour is 1st through 8th grade. Tour lasts 15 to 30 minutes.

Claflin Post Office

Claflin, Kansas. Contact Miss Harriet Mayo. Shows the process of handling mail and etc. Best time for tours are 10:00 a.m. to 12:00 a.m. and 2:00 p.m. on Monday, Tuesday, Wednesday and Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 20 to 25, no minimum. The age group best suited is 2nd through 8th grade. Tour lasts 30 minutes to one hour.

Disposal Plant

Plant is located one-half mile south on 281 highway and three-quarters mile east of Hoisington, Kansas. Phone 208 R. Contact Mr. O. A. Pennington.

Shows the treatment of sewage. Best time for tour is 9:00 a.m. to 11:30 a.m. on Monday through Friday. A guide will be furnished. Needs one day advance notice. No maximum or minimum. The age group best suited is the 3rd through 8th grade. Tour lasts 30 minutes.

Ellinwood Bakery

109 North Main, Ellinwood, Kansas. Phone Jo-43125. Contact Mr. Stanley Mohn. Baking of rolls, cookies, etc. Best time for tours are 9:00 a.m. on Monday through Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 20 to 25. The age group best suited for tour is 3rd through 8th grade. Tour lasts 15 to 30 minutes.

Ellinwood Sewage Treatment Plant

Located one mile south and one-half mile east of Ellinwood, Kansas. Phone Jo-43163. Contact Mr. Leonard Moeder. Shows the treatment and disposal of sewage. Best time for tours is between 8:00 a.m. and 4:00 p.m. on Monday through Friday. A guide will be furnished. Needs one day advance notice. Can handle a maximum of 25 to 40. The age group best suited is the 4th through 8th grade. Tour lasts one hour.

Fire Station

City Building, Lakin and Williams, Great Bend, Kansas. Phone G1-38484. Contact Fire Chief Charles C. Myers. Best time for tours is between 9:00 a.m. to 4:30 p.m. on Monday through Friday. A guide will be furnished. Needs only one hour advance notice. No maximum or minimum. The age group best suited is kindergarten through 8th grade. Tour lasts

thirty minutes. Visitors always welcome.

Gordon Lab Inc.

514 Washington, Great Bend, Kansas. Phone G1-34808. Contact Mr. Tom Gordon. Water and scale analysis with chemicals. The time and day to tour will be set up by Mr. Gordon when he is contacted. A guide will be furnished. Needs four days advance notice. Maximum group of 12 to 15. The age group best suited is 3rd through 8th grade. Tour lasts 30 minutes.

Great Bend Greenhouse

817 Morphy, Great Bend, Kansas. Phone G1-33435. Contact Mr. Larry Drescher. Shows the care and growing of plants. Best time for tour is 4:00 p.m. on Monday through Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 30. The age group best suited is 3rd through 8th grade. Tour lasts 15 to 20 minutes.

Great Bend Park and Zoo

North Main, Great Bend, Kansas. Visitors are always welcome anytime during the day. Excellent facilities for picnics. The zoo is open free to the public.

Great Bend Public Library

2104 Forest, Great Bend, Kansas. Phone G1-35081. The library is open to visitors from 10:00 a.m. to 3:30 p.m. on Monday through Friday.

Hoisington Veterinary Hospital

South Highway 281, Hoisington, Kansas. Phone 154. Contact the Receptionist at the above address. The time for the tour and the day will be arranged for you when you write them. A guide will be furnished. Need three days advance notice. Can handle a maximum of 15. The age best suited for is the 2nd through 8th grade. Tour lasts 15 minutes.

KCKT Television

Highway 281 North, Great Bend, Kansas. Phone G1-37863. Shows the complete operation of a television station. Best time for tour is between 9:30 a.m. to 4:30 p.m. on Monday through Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 20 in a group. The age group best suited is the 4th through 8th grade. Tour lasts 30 to 45 minutes.

KVGB Radio

2007 Seventeenth Street, Great Bend, Kansas. Phone G1-34317. Contact Mr. Ray Beals or Jim Heaton. Shows a complete operation of a radio station. Best time for tour is from 1:00 p.m. to 5:00 p.m. on Monday through Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 20 to 25. The age group best suited is 6th through 8th grade. Tour lasts 30 minutes.

Pawnee Rock Memorial

This rock is located about one mile north of Pawnee Rock, Kansas. This memorial is open to the public free of charge all day any day. This

place has historic value in that this is where Indians used to hide or watch for wagon trains as they passed on the Santa Fe Trail.

Rolling Pin Bakery

2211 Washington, Great Bend, Kansas. Phone G1-35381. Contact Mr. or Mrs. Leo Hergenreder. Shows the making of breads, rolls, etc. Best time for tour is from 9:00 a.m. to 12:00 a.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 25. The age group best suited is 3rd through 8th grade. Tour lasts 30 minutes.

Sewage Treatment Plant

R.F.D. 3, Great Bend, Kansas. Location is one mile east and three-quarters mile south of Great Bend. Phone G1-37981. Contact Mr. Arnold Keil or George Weber. Show the treatment and disposal of sewage. Best time for tour is 9:00 a.m. to 5:00 p.m. on Monday through Friday. A guide will be furnished. Needs one day advance notice. Can handle a maximum of 35. The age group best suited is 7th and 8th grades. Tour lasts two hours.

Tindall's Bakery

169 South Main, Holsington, Kansas. Phone 117. Contact Mr. or Mrs. Daython Shives. Shows the making of breads, rolls, etc. Best time for tour is at 9:00 a.m. on Monday through Thursday. A guide will be furnished. Can handle a maximum of 25. The age group best suited is kindergarten through 8th grade. Tour lasts 15 minutes.

The Pastry Shop

1207 Washington, Great Bend, Kansas. Phone Gl-39241. Contact Mr. J. F. Lloyd. Shows the baking of pastries. Best time for tour is 10:00 a.m. to 12:00 a.m. on Monday through Friday. A guide will be furnished. Needs one week advance notice. Can handle a maximum of 25. The age group best suited is 1st through 8th grade. Tour lasts 15 to 20 minutes.

U. S. Post Office

200 North Main, Ellinwood, Kansas. Phone Jo-42840. Contact Mr. John Richardson. Shows complete operation of post office. Best time for tours is 1:30 p.m. on Monday through Friday. A guide will be furnished. Needs three days advance notice. Can handle a maximum of 20 to 25. The age group best suited is 2nd through 8th grade. Tour lasts 30 minutes.

U. S. Post Office

16th and Williams, Great Bend, Kansas. Phone Gl-34381. Contact Mr. Jack Morrison or Jim Boyle. Shows complete operation of post office. Best time for tour is between 3:00 p.m. and 4:00 p.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 20 to 25. The age group best suited is 4th through 8th grade. Tour lasts 30 minutes.

U. S. Post Office

120 East 2nd, Holsington, Kansas. Phone 838. Contact Mr. Donald L. Zeigler. Shows complete operation of a post office. Best time for four is at 9:30 a.m. or 3:00 p.m. on Monday through Friday. A guide will

be furnished. Needs two days advance notice. Can handle a maximum of 20. The age group best suited is 1st through 8th grade. Tour lasts 30 minutes.

Weaver Veterinary Hospital

1205 Patton, Great Bend, Kansas. Phone G1-3452B. Contact the Chamber of Commerce, Great Bend, Kansas. Best time for tours is from 10:30 a.m. to 5:00 p.m. on Monday through Friday. A guide will be furnished. Needs two days advance notice. Can handle a maximum of 30. The age group best suited is 5th through 8th grade. Tour lasts 15 to 20 minutes.

SUMMARY

"Experience is the best teacher," as the proverb states. Pupils can gain this experience on field trips more readily than teachers can teach them. Teachers need to use the field trip more to help educate the students. Well planned field trips give the children a much more concrete foundation to build upon. By seeing production and services as they actually exist, much more can be gained than reading about them from a book. Field trips should be well planned, conducted and followed with different exercises. Field trips should grow out of classroom work and not be a spur of the moment decision.

Schools should establish a guide, or catalog, for field trips. Permission from parents should be obtained before a pupil can go on a field trip. Teachers should be aware of their legal responsibilities on field trips. Upon returning from a field trip an evaluation sheet should be filled out by the teacher pertaining to the trip and filed for future reference.

Field trips should be encouraged in schools because of the benefit pupils can receive from them. Teachers who take students on well planned and conducted field trips will notice their increased interest and learning that takes place.

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AN INVESTIGATION TO DEVELOP A FIELD TRIP GUIDE FOR
ELEMENTARY SCHOOLS OF BARTON COUNTY, KANSAS

by

JACK R. CARINDER

B. S., Sterling College, 1953

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

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Field trips should be a part of each school's educational program because if planned and conducted properly they are one of the best ways to help educate elementary pupils.

A field trip is defined as a planned visit to a point outside the regular classroom. The important fact about a field trip is that students get their experiences in the field and not in the classroom.

The purposes of this study were: (1) to establish a guide which teachers in Barton County, Kansas can use when setting up and conducting a field trip in the county, and (2) to make this information available to the teachers in the hope that they will use it and thereby benefit the children in Barton County, Kansas.

There were two methods used in collecting information. The first method used was library research. In the review of related literature the writer attempted to discuss all phases dealing with field trips. The points covered were: the different types of field trips, field trips as an aid to instruction, the value of field trips, how to develop and the information contained in a guide of community resources, the planning, conducting, and evaluating field trips, legal problems dealing with field trips, difficulties of field trips, the disadvantages of field trips, a parent's permission form for field trips, and a teacher's field trip report form.

The second method used was the personal interview. Phone books were obtained of the four cities; Claflin, Ellinwood, Hoisington and Great Bend. A canvass of the phone books revealed the establishments which might have field trip possibilities. These establishments were then contacted and personal interviews followed to collect the information needed. The following questions were asked; (1) name of person to contact if a school

wants to conduct a field trip, (2) a brief description of what the group should expect to see, (3) the time of the day the establishment would like for the tour to take place, (4) the days during the week when groups could tour, (5) whether a guide is furnished for the tour, (6) how much advance notice is required, (7) the maximum and minimum number which can tour at one time, (8) the age group who can tour, and (9) approximate time the tour lasts. The name of the company, its address, and the phone number were taken from the phone directory.

The information collected by personal interviews was written into a condensed form for each establishment. These condensed forms were divided into the two categories: industrial tours and educational tours.